



## Chemainus Secondary Code of Conduct

### Statement of Purpose

Chemainus Secondary School is committed to fostering a safe, caring, and orderly environment where all students and staff can thrive as learners and community members. Our Code of Conduct is grounded in the principles of educative, preventative, and restorative practice, and reflects the values of identity, belonging, and connection as outlined in District Policy 25 and the Safer Schools Provincial Standards.

We acknowledge with gratitude that Chemainus Secondary School is situated on the unceded traditional territories of the Stz'uminus, Penelakut, Halalt, Lyackson, Malahat, Cowichan, and Métis Nations, and we honour the enduring relationships with these communities. This acknowledgement guides our commitment to reconciliation, inclusion, and respect for Indigenous ways of knowing and being.

The Code of Conduct applies to all members of our school community and is in effect:

- On school premises, during instructional hours and extracurricular activities;
- During school-sponsored events and field trips, regardless of location;
- Beyond school hours and off-site, when behaviour impacts the safety, well-being, or orderly environment of the school community.

We recognize the importance of balancing individual rights and freedoms with collective responsibilities. All members of our school community are expected to contribute to a positive climate by demonstrating respect, integrity, and accountability in their actions.

### Acceptable Student Conduct

Students at Chemainus Secondary School are expected to act in ways that support a safe, caring, and orderly learning environment. These expectations apply while at school, during school-sponsored activities, and in any context where behaviour impacts the well-being of the school community.

Students are expected to:

- Respect self, others, and the school community, including property and the natural environment.
- Act with integrity, kindness, and empathy, promoting inclusion and valuing diversity.
- Be upstanders by speaking out or seeking help when witnessing bullying, harassment, or unsafe behaviour.



- Help create a safe, caring, and orderly environment by following school and district guidelines.
- Engage in purposeful learning activities and strive for personal excellence.
- Inform a “tellable” adult promptly about incidents of bullying, harassment, intimidation, or unsafe behaviour.
- Demonstrate responsible digital citizenship, using technology in ways that support learning and respect others.
- Participate positively in school functions and community events, contributing to a welcoming and respectful atmosphere.
- Care for the land and resources as part of our commitment to sustainability and respect for the unceded traditional territories on which we learn.
- Support mental health and well-being, for self and others, by fostering a culture of care and understanding.
- Engage in restorative practices, working to repair harm and strengthen relationships when conflicts arise.
- Amplify student voice, collaborating respectfully with peers and staff to make our school a better place.

### Unacceptable Student Conduct

Chemainus Secondary School expects all members of the school community to act in ways that support a safe, caring, and orderly environment. When behaviour does not align with these expectations, it is considered unacceptable. The examples below are illustrative, not exhaustive, and will be addressed through an educative, preventative, and restorative approach whenever possible.

#### Behaviours that:

Interfere with the learning of others, including their emotional well-being.  
Disrupt an orderly environment or create unsafe conditions.  
Demonstrate disrespect toward others, property, or the natural environment.

#### Acts such as:

- Bullying, harassment, intimidation, or discrimination.
- Physical violence or threats of violence.
- Retaliation against a person who has reported an incident.



### Illegal acts, including:

Possession, use, or distribution of illegal or restricted substances, such as:

- Vape or vapour products (including selling or sharing them).
- Medications or pills without a valid prescription.
- Alcohol or cannabis products.  
(Examples are provided for clarity but are not exhaustive.)

Possession or use of weapons, such as:

- Carrying knives or switchblades in bags or on school property.
- Example of an illegal switchblade: A knife with a blade that opens automatically by pressing a button or spring mechanism.  
(Examples are provided for clarity but are not exhaustive.)

### Additional considerations:

- Misuse of technology or failure to demonstrate responsible digital citizenship, including harmful online behaviour at school or beyond school hours.
- Academic dishonesty, including inappropriate use of artificial intelligence tools.
- Unsafe behaviour related to automobiles or motorized transportation.
- Racism, intolerance, or hate-based actions.
- Unsafe behaviour on school buses or during transportation (see AP 351).

## Accountability for Group Situations

Students who are present during incidents of unsafe, harmful, or inappropriate behaviour—such as fights, harassment, or group chats involving dangerous or discriminatory language—may also be held accountable. Being a bystander without taking steps to seek help or remove oneself from the situation does not absolve responsibility. Our expectation is that students act as upstanders, promoting safety and respect.

## Rising Expectations

As students grow older and more mature, they will be held to a progressively higher standard of personal responsibility and self-discipline and will accept increasing consequences for inappropriate behaviour.



## Cultural Sensitivity and Restorative Responses

All responses to unacceptable conduct will consider cultural context and aim to repair harm, restore relationships, and support learning rather than relying solely on punitive measures.

Whenever possible, consequences will include restorative practices, which may involve:

- Restorative conversations or circles where all parties voluntarily participate to share perspectives, acknowledge harm, and work toward solutions.
- Restorative agreements that outline steps for repairing harm and rebuilding trust.
- Community service or school-based contributions, when appropriate, as a way for students to give back and demonstrate accountability.
- Involvement of elders and knowledge holders, when possible and appropriate, to guide the process in culturally respectful ways and support reconciliation.

Restorative approaches will only occur with the consent of all involved parties and will be facilitated in a safe and supportive environment. These practices aim to move beyond punishment by fostering empathy, responsibility, and positive change.

When restorative options are not possible or appropriate, responses will remain educative and preventative, ensuring students understand the impact of their actions and learn strategies to make better choices in the future.

## Consequences of Unacceptable Conduct

Chemainus Secondary School believes that consequences should promote learning, accountability, and positive change. Responses to unacceptable conduct will be:

- Consistent and equitable, considering the context and individual circumstances.
- Educative, preventative, and restorative whenever possible, rather than punitive.
- Collaborative, encouraging students to participate in developing meaningful outcomes.
- Culturally appropriate and sensitive, respecting identity, belonging, and connection.

### Possible Consequences

Consequences may include, but are not limited to:

- Restorative conversations or circles.
- Written reflections or learning assignments.
- Loss of privileges or temporary removal from activities.



- Increased supervision or structured support.
- Community service or school-based contributions.
- Formal meetings with parents/guardians/family members and/or school staff.

## Steps to Address Unacceptable Conduct

### Notification:

School officials have a responsibility to inform parents/guardians and, when appropriate, district staff or outside agencies of serious breaches of the Code of Conduct.

### Prevention of Retaliation:

The school and district will take all reasonable steps to prevent retaliation against any student who reports a breach of the Code of Conduct.

## Student Suspension

Suspension is considered a last resort and is one of many strategies within a comprehensive, problem-solving process designed to support students in addressing unacceptable conduct. All suspensions will be approached through an educative, preventative, and restorative lens, consistent with district procedures.

### Key Principles:

- Suspension is not solely punitive; it is part of a plan to help students reflect, take accountability, and reintegrate successfully.
- Whenever possible, restorative practices will accompany suspension, including restorative circles, agreements, and re-entry meetings.
- Cultural sensitivity will guide all decisions, and elders or knowledge holders may be involved when appropriate.
- Students will be provided with academic work to complete at home and supported to the best of the school's ability, in partnership with families, to ensure no loss of learning occurs.

### Types of Suspension:

- In-school suspension: Student remains at school under supervision, completing academic work and participating in restorative activities.



## CHSS CODE OF CONDUCT EDUCATIVE, PREVENTATIVE AND RESORATIVE

- At-home suspension: Student is temporarily removed from school when safety or serious breaches occur.
- Structured detentions: May include lunch-hour or full-day detentions as part of a restorative plan.

### Re-entry Process:

A restorative re-entry meeting will occur before the student returns to regular classes. This meeting may include:

- Student, parents/guardians, administration, and support staff.
- Discussion of harm caused, accountability steps, and strategies for success.
- Development of a restorative agreement and, where appropriate, community service or school-based contributions.

### Notification:

Parents/guardians and the Associate Superintendent will always be informed of suspensions.

## Annual Review

This Code of Conduct will be reviewed annually with staff, students, and the Parent Advisory Council to ensure it reflects current legislation, district policies, and community values.

School administrators have the responsibility to regulate student conduct to maintain a safe, caring, and orderly environment, protect the rights of all students, and ensure the proper operation of the school. This includes taking all reasonable steps to prevent retaliation against any student who reports a breach of the Code of Conduct.

Parents/guardians will be informed when serious contraventions occur. When appropriate, district personnel and outside agencies—including the RCMP—may also be involved, with the goal of resolving the situation in the best interests of both the individual student and the school community. If required, the school district's Appeals Process is available at schools or on the SD79 website.

Students can expect to be treated fairly and consistently for any non-compliance that threatens the safety, well-being, or learning of others. Responses will follow a progressive and restorative approach, considering the student's age, maturity, and the severity of the behaviour.



### Concluding Statement

Chemainus Secondary School strives to educate all students to be good citizens and make good choices. When student behaviour does not align with the Code of Conduct, an educative, preventative, and restorative approach is utilized. When discipline is involved, our philosophy is to be as least punitive as possible to promote positive change.